Iowa Department of Education

February 2008

Resources for Iowa School Leaders

DIRECTOR'S MESSAGE

The "What," "How," and "How Well" of Raising Expectations in Iowa

With performance expectations rising globally for all students, lowa recognizes the need for its students to continue to rank among the best prepared. The lowa Department of Education is committed to providing the policy, guidance, technical assistance, and leadership required for lowa's educators to set higher expectations and design the rigorous and relevant student classroom experiences that best prepare lowa's students to compete globally in the 21st century.

A set of core content standards for all lowa students are mandated for all lowa schools and school districts in the areas of literacy, mathematics, and science. These core content standards and benchmarks are broad, inclusive expectations of what all lowa students should know and be able to do. The core content standards and benchmarks, along with their high, specific grade-level indicators, provide the "what" students need as expectations are raised. Attached to this newsletter are the core content standards, benchmarks, and specific grade-level indicators for the standards.

The lowa Core Curriculum (also known as the model core curriculum) provides the "how" for these standards to come to life in the classroom. The core curriculum is not a long list of standards, suggested course titles, or high stakes assessments. Rather, it identifies the essential concepts and skill sets required to "raise the bar" for instructional practices to deeply engage students by requiring them to be active learners and critical thinkers who can apply their learning to new and unpredictable situations. Model units will serve as a tool for lowa educators to promote more challenging and meaningful work around these essential concepts and skill sets.

To prepare our students for the 21st century, formative assessments, summative assessments, and implementation measures will be needed to answer the "how well."

The Surveys of Enacted Curriculum, a web-based tool, will initially provide implementation data about the degree of alignment between current instructional practices, core content standards and benchmarks, lowa Core Curriculum, and delivered curriculum. Within the model units provided in the Iowa Core Curriculum, both formative and summative authentic assessments will be embedded to assess student learning in the classroom, day-to-day, in a way that helps students self assess and teachers respond immediately.

The lowa Tests, Iowa Alternative Assessment, Iowa English Language Development Assessment, Iowa Collaborative Assessment Modules, and other district-level assessments will continue to provide data on how lowa students are doing and what growth they are making from year to year toward meeting the core content standards and benchmarks. The Iowa Tests are used for accountability measures and measure the growth of Iowa students against the state standards. A web-based tool is available to school districts to assist in analyzing student growth. If you are a superintendent and have not yet received log in credentials, please contact eITP@uiowa.edu.

Currently, end-of-course summative assessments are being developed by Iowa Testing Programs to measure high school student achievement of the Core Content Standards. The following assessments will be available this spring: Algebra I, Geometry, Algebra II, Physical Science, Biology, and Chemistry. In spring of 2009, Integrated Math I, Integrated Math II, and English/Language Arts will be available. Then in 2010, Government and Economics will be added.

As the "what" and "how" of the core standards and curriculum raises expectations and expands to include additional grade levels, social studies, and 21st century skills, the Iowa Department of Education's supports and measures of "how well" will also expand.

Annual Report Available on Website

The annual *Student Achievement and Accountability* report for 2008 is available on the Iowa Department of Education (DE) website at http://www.iowa.gov/educate/content/view/542/1188/.

Legislation passed during the 2001 Iowa legislative session established the Student Achievement and Teacher Quality Program, Iowa Code Section 284.12(1). This legislation requires the DE to annually report the statewide progress on the following: student achievement scores in mathematics and reading at the 4th and 8th grade levels on a district-by-district basis; evaluator training program; team-based variable pay for student achievement; and changes and improvements in the evaluation of teachers under the Iowa Teaching Standards.

For additional information, please contact Kevin Fangman at kevin.fangman@iowa.gov or 515-281-3333.

Paraeducator Recognition Expanded

Governor Chet Culver recently issued a proclamation calling for February 2008 to be observed as Paraeducator Recognition Month. Governor Culver's proclamation extends and expands the proclamation recognizing paraeducators issued by Iowa's governor in 2006.

School districts and other educational agencies are encouraged to recognize the contributions of paraeducators during February. An Iowa Department of Education resource that can be used to inform constituents about the roles and contributions of paraeducators is an 18-minute DVD. The video is an excellent resource for informing families, educational boards, professional organizations, clubs, businesses, and other community organizations about contributions of paraeducators. An additional resource is the *Guide to Effective Paraeducator Practices, Edition II* that was widely disseminated to school districts in the fall of 2007. Each school building received sufficient copies of the guide to provide all paraeducators a copy. For additional information, contact Norma Lynch at norma.lynch@iowa.gov or 515-281-6038.

Update on Title II-A and Title V-A Allocation Distributions to Districts

A significant change in the way Title II-A and Title V-A allocations are distributed was effected for the 2007-2008 academic year.

For both Title II-A and Title V-A, school districts receiving allocations that are \$5,000 or less will receive their allocation in full once the district's applications have been approved. School districts receiving allocations of more than \$5000 will receive their allocation on a reimbursement basis.

Please consider the following with regard to reimbursement:

- The district will be reimbursed for funds that have been expended.
- All funds must be expended by December 31, 2008.
- Quarterly requests for reimbursement must be sent to Michael Barth, Iowa Department of Education, 400 E. 14th Street, Grimes State Office Building, Des Moines, IA 50319-0146.
- Quarterly dates for reimbursement are: December 31, 2007; March 31, 2008; June 30, 2008; and September 30, 2008
- Send a copy of expenditures from your accounting system to Michael Barth.

The expenditure report must be signed by the district superintendent or business manager and must include specific reference to Title II-A or Title V-A as appropriate.

Questions concerning administration of Title II-A may be directed to Joe Herrity at joe.herrity@iowa.gov or 515-281-3290. Questions concerning administration of Title V-A may be directed to Kent Ryan at kent.ryan@iowa.gov or 515-242-6242.

Title V-A Applications and Reporting Requirements Update

Expenditure reports for the 2006-2007 Title V-A funds are due on February 15, 2008. Forms for completing these requirements are available on the Iowa Department of Education website at http://www.iowa.gov/educate/content/view/627/555/.

For additional support or information, please contact Kent Ryan at kent.ryan@iowa.gov or 515-242-6242.

2008 Iowa Leadership Academy - Principals Center Summer Institute to be Held

The Iowa Leadership Academy (ILA) will launch its Principals Center Cohort 2 for a new group of 200 principals with a summer institute on June 23-25, 2008 at the Coralville Marriott Hotel & Conference Center in Coralville. Three nationally recognized educators will be featured: Pam Robbins, Richard Elmore, and Alan

Zimmerman. Follow-up activities will be held throughout the 2008-2009 school year. This opportunity will be limited to 200 practicing principals and assistant principals. Application materials will be on the School Administrators of Iowa (SAI) website (http://www.sai-iowa.org/) on February 1, with applications accepted from February 29.

The ILA will also host a Summer Reunion, *Thinking, Doing, Being – Revisited*, for Cohort 1 on June 25-26, 2008, at the Coralville Marriott Hotel & Conference Center in Coralville. Dr. Dean Fink, former principal/superintendent and co-author of *Sustainable Leadership* and author of *Leadership for Mortals*, will be the featured facilitator for the two-day institute. The Recommitment Forms for Cohort 1 participants will be sent electronically to current participants on February 1 and are due to SAI by February 29.

The Iowa Leadership Academy is a collaborative effort of SAI, the Iowa Department of Education, school districts, area education agencies, the Iowa Association of School Boards, and the Institutions of Higher Education, with support of the Wallace Foundation. If you have questions, please contact Matt Ludwig at 515-281-3750 or matt.ludwig@iowa.gov.

Taiwan Opportunity for Superintendents and Principals

The Ministry of Education in Taiwan would like to extend an invitation to lowa superintendents or principals who are interested in hiring a teacher from Taiwan the opportunity to better understand the country's culture, educational system, and benefits of its Chinese language programs. Administrators are invited to travel to Taiwan to interview potential candidates at the Ministry, visit university language centers and elementary or high schools, and also sample Taiwan's culture. Interested administrators should submit a proposal that outlines its plan to hire Chinese language teachers from Taiwan as related to items such as the number of superintendents/principals participating in the trip; how many teachers they are hoping to recruit; what qualifications they will be looking for; what salaries and benefits they would be willing to provide. The tentative period for this trip is April 5-12. Please contact Jody Crane at 515-281-3333 or jody.crane@iowa.gov if you have any questions. The deadline is March 2, 2008.

LEGISLATIVE UPDATE

Contact Jeff Berger at jeff.berger@iowa.gov or 515-281-3399 for questions regarding legislation or the legislative process.

The 2008 Legislative Session has Begun

The 2008 legislative session began Monday, January 14. This session is scheduled for 100 days, which means the scheduled last day of session is April 22. The Iowa Department of Education (DE) will continue to represent the educational system in an attempt to facilitate positive policy enactment and adequate funding for educational priorities. The DE is providing several sources of information that may be of interest to you:

- Daily Legislative Update Page containing information on any legislation that impacts education: https://www.edinfo.state.ia.us/web/legisupdate.asp
- All legislative reports filed by the DE per statute: http://www.iowa.gov/educate/content/blogcategory/412/890/
- State Board of Education Legislative Advocacy Priorities: http://www.iowa.gov/educate/content/blogcategory/240/873/

The DE submitted 12 prefiled bills this year. Attached is a summary of those bills. Additionally, the DE is willing to meet with regional stakeholder groups to provide information on legislative issues as needed. For questions, concerns, or further information, please contact Iowa Department of Education Legislative Liaison Jeff Berger at jeff.berger@iowa.gov or 515-281-3399.

Educational Sign Language Interpreters and Transliterators Must Hold a License

All educational sign language interpreters and transliterators must hold a license from the lowa Department of Public Health's Bureau of Professional Licensure. Individuals who are temporary license holders, meaning they have not yet passed one of the board approved tests, must submit a report annually to the bureau on a prescribed form found on the bureau's website (http://www.idph.state.ia.us/licensure/).

Temporary licenses holders must have proof of completing 30 hours of continuing education (3 continuing education units) and include copies of certificates of completion when they submit the annual report, unless they meet the requirements of having a supervisor with required observation and consultation sessions. The first report is due by June 30, 2008, or individuals may be subject to disciplinary action.

If you have questions or need further information, please contact the Iowa Board of Sign Language Interpreters and Transliterators (515-281-0254 or

http://www.idph.state.ia.us/licensure/board_home.asp?board=ihi) or Marsha Gunderson (712-366-3284 or mgunderson@iowaschoolforthedeaf.org).

QUALITY TEACHING

Teaching in Taiwan Program Offered

The Iowa Department of Education has an agreement with the Ministry of Education in the Republic of China (Taiwan) that offers experienced and newly licensed Iowa elementary teachers the opportunity to teach in Taiwanese schools for one academic year.

Participants work with local Taiwanese teachers to develop curriculum and teach English to elementary students. Recent participants have found the experience extremely fulfilling and worthwhile.

The application and a frequently asked questions documents are attached. Applications must be postmarked by April 25, 2008. Contact Jody Crane at jody.crane@iowa.gov or 515-281-3333 for additional information.

Instruction at the Core of Improved Student Learning in Middle and High School Science Workshop

Instruction at the Core of Improved Student Learning in Middle and High School Science is a workshop that will emphasize effective practices in science instruction and in leading instructional change at the middle school and high school levels.

Presenters will connect the characteristics of effective instruction to lowa's state initiatives in secondary science and the lowa Core Curriculum (formerly known as the model core curriculum). The target audience for these workshops is secondary level administrators, teachers, central office personnel, and area educational agency (AEA) consultants.

Sessions will be held on March 4, 2008 at the West Des Moines Sheraton or March 6, 2008 in Cedar Rapids at the Crowne Plaza. Each session will be from 9:00 a.m. to 4:00 p.m. There is no fee, but registration is required. To register for the March 4 session, please click on Register for this event, and go to "Sign Up." To register for the March 6 session, please click on Register for this event, and go to "Sign Up." For additional information, please contact Marietta Rives at marrietta.rives@iowa.gov or 515-281-8278

Training Opportunities for Second Chance Reading Trainers

There will be training opportunities in June 2008 for individuals who meet the requirements to become Second Chance Reading Trainers. For further information regarding these sessions please contact Janet Stos at janet.stos@iowa.gov or 515-281-0127.

2008 Winter Institute to be Held

School Administrators of Iowa (SAI) and the Iowa Department of Education (DE) will be hosting the 2008 Winter Institute. For registration information, visit http://www.sai-iowa.org/events.html. This is a one-day event that is repeated in the following regions:

- West Des Moines, Marriott: February 19
- Coralville, Marriott: February 20
- Storm Lake, Kings Point Resort: February 21

The session will include:

- Technical assistance regarding the new requirements for the Attendance Center Plans and Individual Teacher Development Plans
- Frequently Asked Questions about the Teacher Quality Act

Updates from the DE about the Iowa Core Curriculum
 For additional information, please contact Deb Hansen at deb.hansen@iowa.gov or 515-281-6131.

EARLY CHILDHOOD PRESCHOOL PROGRAMS

Statewide Voluntary Preschool Program for Four-Year-Old Children General Information Podcast In this latest Iowa Department of Education podcast, Iowa Department of Education Director Judy Jeffrey talks about the Statewide Voluntary Preschool Program for Four-Year-Old Children. She discusses the idea for the program, the research that supports providing quality preschool programs, and how funding is distributed. Jennifer Burkhart, the director of a preschool program in Center Point-Urbana, shares a first-year story about her program.

The Iowa Department of Education podcast can be found at http://www.iowa.gov/educate/content/category/27/639/1157/.

Teleconference Set for Statewide Voluntary Preschool Program for Four-Year-Olds Rules & Application

A teleconference reviewing the Statewide Voluntary Preschool Program for Four-Year-Olds rules and application requirements is scheduled for Tuesday, February 26 from 1:00–3:00 p.m. The same teleconference will be repeated Thursday, February 28 from 10:00 a.m. – 12:00 p.m.

Directions for participation will be posted on the lowa Department Education (DE) website. Application writing guidance will be provided this spring after the 2008-2009 application is revised and posted. Last year's guidance remains available on the DE website. Please note the application is being revised to enhance the grant application process: http://www.iowa.gov/educate/content/view/940/1103/1/3/. For more information, please contact Susan Ward at 515-281-4709 or susan.ward@iowa.gov.

Program Visits to be Scheduled

Iowa Department of Education consultants are in the process of scheduling visits to each of the 64 districts awarded funding this school year. The goals for the visit are as follows:

- To review implementation of basic program assurances;
- To review collaboration efforts among district and community partners;
- To share the district's preschool program profile information; and
- To obtain feedback from program personnel regarding rewards and challenges in the implementation of the Statewide Voluntary Preschool Program for Four-Year-Olds.

For more information, please contact Susan Ward at 515-281-4709 or susan.ward@iowa.gov.

LEGAL LESSONS

The contact for all Legal Lessons items is Carol Greta, <u>carol.greta@iowa.gov</u>; 515-281-8661. Past Legal Lessons articles about topics that are universally true and always relevant can be found on the lowa Department of Education website at http://www.iowa.gov/educate/content/category/11/411/985/. You can also view appeal decisions rendered by the State Board of Education or the director of the Iowa Department of Education between 1991 to present at https://www.edinfo.state.ia.us/web/appeals.asp?.

Survey by Safe Schools Task Force

Nate Monson and other members of the lowa Safe Schools Task Force are surveying districts and accredited nonpublic schools to check for compliance with the anti-bullying/anti-harassment law. The information or documents sought by the task force are public records. All schools should be fully cooperative with the task force.

One of the findings coming forth from the survey is that not all boards have included gender identity in their new policies. The law is clear that all 17 characteristics (listed below) must be included in the board's mandatory anti-bullying/anti-harassment policy. Again, it is a requirement of accreditation to comply fully with rule 12.3(13), which states in part as follows (the full rule is at www.legis.state.ia.us/Rules/Current/iac/281iac/28112/28112.pdf):

- **12.3(13)** Policy declaring harassment and bullying against state and school policy. The policy adopted by the board regarding harassment of or by students and staff shall declare harassment and bullying in schools, on school property, and at any school function or school—sponsored activity regardless of its location to be against state and school policy. ... Each policy shall, at a minimum, include all of the following components:
- b. A definition of harassment and bullying consistent with the following: Harassment and bullying shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on the student's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 - (1) Places the student in reasonable fear of harm to the student's person or property.
 - (2) Has a substantially detrimental effect on the student's physical or mental health.
 - (3) Has the effect of substantially interfering with a student's academic performance.
- (4) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

The local board policy must set forth all 17 of the above enumerated traits or characteristics, but does not need to be limited to the 17 enumerated traits or characteristics.

g. A statement of the manner in which the policy will be publicized. The board shall integrate its policy into its comprehensive school improvement plan. The board shall develop and maintain a system to collect harassment and bullying incidence data, and report such data, on forms specified by the department, to the local community and to the department. [emphasis added]

There is a difference between gender identity and sexual orientation, both of which must be in a board policy. As defined by the lowa Legislature, "gender identity" means a gender-related identity of a person, regardless of the person's assigned sex at birth. "Sexual orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality. Iowa Code section 216.2.

For example: At birth, a baby has male genitalia. While aging, the child emotionally and mentally identifies as a female. Her gender identity is female. This is separate and apart from her sexual orientation. Whether she is heterosexual, homosexual, or bisexual does not define her gender identity.

School E-mail Miscellaneous

Just a couple of reminders for school administrators to pass along to all staff:

- 1. Communications sent to and from school email accounts are public documents. But not every word within the communication gets released if there is a public records request. Items that potentially could be expunged (e.g., omitted by using white-out) may include students' names, parents' names, home addresses, other "home" information, SSNs, etc. What information if any gets expunged depends on the context and intent of the e-mail. Some senders of e-mail to district employees have some limited rights of privacy regarding their identity, again depending on all of the facts and circumstances. School administrators should check with their school attorneys when a request for copies of e-mails (or any public document) is received.
- 2. By putting staff email addresses on a school's web site, the school is implying that staff will actually read and respond to email. Any school that publishes its email directory really should go to great pains to impress upon staff that checking email *is not an option*. Staff should be coached to check periodically and to respond timely to email.

Native American Mascots

A concern was recently raised by a school district official regarding use of Native American images, mascots, and team names. This agency's response was twofold:

1. To provide a resource for impacted school officials, the lowa Department of Education (DE) conducted a survey of districts that have a Native American team name. The results were sent to those districts who responded to the survey as a means of providing information to a school leader who desires to talk about the subject in his or her community.

2. A joint public statement was issued recently by the Iowa Civil Rights Commission, School Administrators of Iowa, the Iowa Association of School Boards, and the DE regarding this issue. The statement, on the DE's website at http://www.iowa.gov/educate/content/view/1223/1532/, is as follows:

Schools still using Native American images, mascots, or team names may want to consider community conversations with interested stakeholders to ensure that the schools are not stereotyping any racial, ethnic, or religious group or are not misrepresenting any culture or people.

Whether those conversations lead to decisions to select new images, mascots, or team names is a matter of local control. The willingness to initiate conversations with interested stakeholders is an important step in ensuring that schools are not unintentionally disrespectful and insensitive to Native Americans and others who object to such stereotyping.

Corporate Status of School Districts

Occasionally a school district gets asked for "proof" of its status as a school corporation. (For instance, when applying for grants from the charitable branch of companies such as Kodak, Wal-Mart, etc.) Because school districts are creatures of statute, they are not required to file articles of incorporation or bylaws such as other corporations must do. There is no paper trail.

Do not despair. Districts are indeed school corporations, and here is the means of "proof":

Several decades ago the lowa Legislature enacted what is now lowa Code chapter 594A, making all existing school districts "legal." Specifically, various sections of chapter 594A provide that all existing school corporations are "hereby legalized, validated and confirmed." Combine the provisions of chapter 594A with lowa Code section 274.1 (which states, "Each school district shall continue ... as a school corporation"), and there is the statutory proof of the corporate status of all lowa school districts.

Please give a copy of this item to your district's business officer because s/he is usually the person that outsiders turn to for "proof" of corporate status. Thanks.

Residency Issues

lowa law states that a person between five and 21 years of age is of school age, and is to be provided a tuition-free education and that "nonresident children <u>shall</u> be charged the maximum tuition rate as determined in section 282.24(1)." Another state law prohibits districts from rebating any portion of tuition.

"Resident" is defined as a person who is physically present in a district, whose residence has not been established in another district by operation of law, and who meets any of the following conditions:

- 1. Is in the district for the purpose of making a home and not solely for school purposes.
- 2. Meets the definitional requirements of the term "homeless individual."
- 3. Lives in a juvenile detention center, foster care facility, residential correctional facility or residential facility in the district.

Public school officials face a dilemma upon discovering (as sometimes happens) that enrolled and attending children are not actually residents (nor did they use open enrollment). Here are the options available to school officials:

- 1. First, always talk to the family to point out the problem. Sometimes families honestly do not know in which district their home is located. But the family still must be informed that the law requires it to pay tuition or transfer the children to the district of residence...unless the next option is viable.
- 2. Try to work out an open enrollment with the real district of residence. Remember that under the open enrollment law, a late-filed open enrollment application may be "granted at any time with approval of the resident and receiving districts."
- 3. No one wants to punish the student(s), but expulsion has been recognized by the courts as a legitimate option.
- 4. Bring legal action against the parents/guardians to recover tuition. In the late 1960s, an lowa district determined that a family of four children were not actual residents of the district and were therefore not entitled to free education in that district. The local board's decision was appealed to the State Board of Education, which agreed with the local school board that the family did not reside in the district. The district then notified the family that it owed tuition to the district. The family complained all the way to the lowa Supreme Court, which ruled that the district had both the right and the obligation to recover tuition for the children from the family.

References: Iowa Code sections 282.1, 282.6, 282.18(16), 282.20; *Maquoketa Community School District v. George*, 193 N.W.2d 519 (Iowa 1972).

STUDENT HEALTH AND NUTRITION

USDA Recalls Canned Green Beans and Garbanzo Beans Distributed through USDA

A recall has been issued by the U.S. Department of Agriculture (USDA) on commodity issued canned green beans and garbanzo beans manufactured by the New Era Canning Company, New Era, Michigan. This product was shipped to Des Moines warehouse schools in September 2004 and August 2005 by this company.

If a food service program received this product in September/October of 2004 or August/September of 2005 and still has these green beans in its inventory, from the New Era Company with lot codes 00249, personnel need to do the following: 1) Set the product aside and tag it 2) quarantine the product and hold until further direction 3) contact the Iowa Department of Education Bureau of Nutrition, Health, and Transportation Services office

Please know that district food service programs have been contacted directly regarding this matter. For additional information, please contact Dean W. Flaws at 515-281-4032 or dean.flaws@iowa.gov.

USDA Places a "Hold" on Ground Beef Distributed through the USDA Commodity Food Program

The U.S. Department of Agriculture (USDA) has placed a hold order on all 40 lb. cases of ground beef distributed through the USDA commodity food program by the WESTLAND MEAT COMPANY. All cases shipped to schools will have the Westland Meat Company marked on the cases.

The notice states "Out of an AMS abundance of caution AMS has made a decision to conduct an administrative hold on ground beef products produced by Westland Meats between January 1, 2007 and February 30, 2008. Product should be placed on hold; further instructions will be issued at a later date."

All lowa schools have been sent this product over the past year. Check your inventory and if you have ground beef from the Westland Meat Company, place it on hold and don't use until further directive from USDA.

Please know that district food service programs have been contacted directly regarding this matter. For additional information, please contact Dean W. Flaws at 515-281-4032 or dean.flaws@iowa.gov.

Meeting Special Dietary Needs in Child Nutrition Programs Information and Guidance Workshop

The number of children with special food and nutrition needs is increasing. Serving these children with special food and nutrition needs presents challenges and rewards.

The required food services to meet the children's special food and nutrition needs necessitate personnel know, understand, and provide reasonable accommodations. The lowa Department of Education will be offering a two-part lowa Communications Network (ICN) workshop to support school staff in their efforts to meet the special dietary needs of children.

The two-part workshop will be held:

- March 4, 2008, 2:00 - 4:00 p.m.

Introduction: Meeting Special Dietary Needs in Child Nutrition Programs

Legal requirements: Lesson 1
Children with diabetes: Lesson 2

- April 8, 2008, 2:00 - 4:00 p.m.

Children with allergies: Lesson 3

Children with inborn metabolism errors: Lesson 4

The ICN workshop will be offered through Iowa Public Television K-12 Connections. Therefore, to find more information and to register go to http://www.k12connections.iptv.org/, search by title or date. Questions not answered at the website may be directed to jane.heikenen@iowa.gov or chartograph chartograph.

Civil Rights in Child Nutrition Programs Training

Annual training in civil rights is required for all organizations participating in the U.S. Department of Agriculture Child Nutrition Programs. An Iowa Communications Network (ICN) training session will be held on April 3, 2008 from 2:00-4:00 p.m. through Iowa Public Television K-12 Connections.

The training will describe the roles of the state agency and participating organizations in assuring that civil rights requirements are met. Intended participants include authorized representatives of local education agencies and staff working in the USDA Child Nutrition Programs at the local level and their supervisors.

To find more information and to register go to http://www.k12connections.iptv.org/, search by title or date. Questions not answered at the website may be directed to nancy.christensen@iowa.gov.

School Nutrition Association/lowa Department of Education District Workshops

School food service personnel and others interested in the child nutrition program should make plans now to attend one of the upcoming District Nutrition Workshops. Topics will include Communications Marketing 101, School Nutrition Jeopardy, Farm to School Procurement, and Staff Wellness – Role Modeling. These Saturday workshops are from 8:15 – 2:30 p.m. The registration form and meeting information is posted at www.snaiowa.org. Other questions may be directed to jhauser@prairiepride.org or julia.thorius@iowa.gov.

Dates and general locations are as follows:

February 23	Sacred Heart School, West Des Moines	District III
March 1	Thomas Jefferson H. S., Council Bluffs	District V, Site 1
March 29	Battle Creek – Ida Grove	District V, Site 2
April 5	Roosevelt Middle School, Mason City	District IV
April 12	Peosta Elementary, Peosta	District I
April 19	College Community M.S., Cedar Rapids	District II

CALENDAR

Deadlines and Dates to Remember

February 1-29 Paraeducator Recognition Month

February 5	lowa Administrative Code Chapter 36, "Extracurricular Interscholastic Competition" or "No
	Pass, No Play" public hearing from 2:00 to 4:00 p.m. The hearing will originate in the Iowa Communications Network (ICN) Room on the second floor of the Grimes State Office Building,
	East 14th Street and Grand Avenue, Des Moines, Iowa. There are remote ICN sites as well. For

a listing of the remote ICN sites, please visit http://www.iowa.gov/educate/content/view/75/772/.

- February 15 Expenditure reports for the 2006-2007 Title V-A funds are due
- February 19 2008 Winter Institute at the Marriott in Des Moines For additional details, see article above.
- February 20 2008 Winter Institute at the Marriott in Coralville For additional details, see article above.
- February 21 2008 Winter Institute at the Kings Port Resort in Storm Lake
- February 23 School Nutrition Association/Iowa Department of Education District Workshop, Sacred Heart School, West Des Moines, District III. Registration form and meeting information: www.snaiowa.org.
- February 26 A teleconference reviewing the rules and requirements for the Statewide Voluntary Preschool Programs for Four-Year-Olds is scheduled for 1:00 3:00 p.m. Directions for participation will be posted on the lowa Department of Education website.
- February 28 A teleconference reviewing the rules and requirements for Statewide Voluntary Preschool Programs for Four-Year-Olds is schedule for 10:00-12:00 p.m. Directions for participation will be posted on the Iowa Department of Education website.
- February 29 Summer Reunion, *Thinking, Doing, Being Revisited*, Cohort 1 Recommendation Forms due. (See article "2008 Iowa Leadership Academy Principals Center Summer Institute to be Held" above)
- March 1 School Nutrition Association/Iowa Department of Education District Workshop, Thomas Jefferson H. S., Council Bluffs, District V, Site 1. Registration form and meeting information: www.snaiowa.org.

March 4 Meeting Special Dietary Needs in Child Nutrition Programs workshop from 2:00-4:00 p.m. This is Part 1 of a two-part ICN workshop. To register go to http://www.k12connections.iptv.org/, search by title or date.

Effective Practices in Secondary Science – West Des Moines Register for this event (Click on 'Sign Up')

March 6 Effective Practices in Secondary Science - Cedar Rapids Register for this event (Click on 'Sign Up')

You can view a complete lowa Department of Education calendar of events at http://www.jowa.gov/educate/calendar/calendar.html.

SCHOOL LEADER UPDATE is produced monthly by the lowa Department of Education for school leaders of lowa. Comments and submissions should be sent to Elaine Watkins-Miller at elaine.watkins-miller@iowa.gov or 515/281-5295.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov.

Core Content Standards and Benchmarks Corresponding to the Iowa Tests

Reading Content Standard

A. Students can comprehend what they read in a variety of literary and informational texts.

Grades 3-5 Benchmarks

- 1. Students can understand stated information they have read.
- 2. Students can determine the meaning of new words from their context.
- 3. Students can draw conclusions, make inferences, and deduce meaning.
- 4. Students can infer traits, feelings, and motives of characters.
- 5. Students can interpret information in new contexts.
- 6. Students can interpret nonliteral language used in a text.
- 7. Students can determine the main idea of a text.
- 8. Students can identify the writer's views or purpose.
- 9. Students can analyze style or structure.

Grades 6-9 Benchmarks

- 1. Students can understand stated information they have read.
- 2. Students can determine the meaning of new words from their context.
- 3. Students can draw conclusions, make inferences, and deduce meaning.
- 4. Students can infer traits, feelings, and motives of characters.
- 5. Students can interpret information in new contexts.
- 6. Students can interpret nonliteral language used in a text.
- 7. Students can determine the main idea of a text.
- 8. Students can identify the writer's views or purpose.
- 9. Students can analyze style or structure.

Grades 10-12 Benchmarks

- 1. Students can understand stated information they have read.
- 2. Students can determine the literal meaning of specific words.
- 3. Students can draw conclusions, make inferences, and deduce meaning.
- 4. Students can infer traits, feelings, and motives of characters or individuals.
- 5. Students can make predictions based on stated information.
- 6. Students can interpret nonliteral language used in a text.
- 7. Students can determine the main idea, topic, or theme and make generalizations.
- 8. Students can identify the author's views or purposes.
- 9. Students can distinguish among facts, opinions, and assumptions.
- 10. Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Math Content Standards

- A. Students can understand and apply a variety of math concepts.
- B. Students can understand and apply methods of estimation.
- C. Students can solve a variety of math problems.
- D. Students can interpret data presented in a variety of ways.

Grades 3-5 Benchmarks

A. Students can understand and apply a variety of math concepts.

- 1. Students can understand and apply number properties and operations.
- 2. Students can understand and apply concepts and procedures of algebra.
- 3. Students can understand and apply concepts of geometry.
- 4. Students can understand and apply concepts of measurement.
- 5. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

- 1. Students can solve math problems.
- 2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.

- 1. Students can use tables and graphs to locate and read information.
- 2. Students can interpret data from a variety of sources.

Grades 6-9 Benchmarks

A. Students can understand and apply a variety of math concepts.

- 1. Students can understand and apply number properties and operations.
- 2. Students can understand and apply concepts and procedures of algebra.
- 3. Students can understand and apply concepts of geometry.
- 4. Students can understand and apply concepts of measurement.
- 5. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

- 1. Students can solve math problems.
- 2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.

- 1. Students can use tables and graphs to locate and read information.
- 2. Students can interpret data from a variety of sources.

Grades 10-12 Benchmarks

A. Students can understand and apply a variety of math concepts.

- 1. Students can understand and apply number properties and operations.
- 2. Students can understand and apply concepts and procedures of algebra.
- 3. Students can understand and apply concepts of geometry and measurement.
- 4. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.

- 1. Students can solve math problems requiring multiple steps and operations.
- 2. Students can reason quantitatively.

D. Students can interpret data presented in a variety of ways.

- 1. Students can make inferences based on data presented in a variety of ways.
- 2. Students can interpret data from a variety of sources.

Science Content Standards:

- A. Students can understand and apply skills used in scientific inquiry.
- B. Students can understand concepts and relationships in life science.
- C. Students can understand concepts and relationships in Earth/space sciences.
- D. Students can understand concepts and relationships in physical science.

Grades 3-5 Benchmarks:

- A. Students can understand and apply skills used in scientific inquiry.
 - Students can understand and apply the processes and skills of scientific inquiry.
 - 2. Students can analyze and interpret scientific information.
- B. Students can understand concepts and relationships in life science.
 - 1. Students can understand structures of living things.
 - 2. Students can understand life cycles.
 - 3. Students can understand environmental interaction and adaptation.
- C. Students can understand concepts and relationships in Earth/space sciences.
 - 1. Students can understand ideas about Earth's composition and structure.
 - 2. Students can understand changes in and around Earth.
 - 3. Students can understand concepts relating to the universe.
- D. Students can understand concepts and relationships in physical science.
 - 1. Students can understand and apply concepts related to mechanics, forces, and motion.
 - Students can understand and apply the concept of energy.
 - 3. Students can understand and identify properties and changes of matter.

Grades 6-9 Benchmarks:

- A. Students can understand and apply skills used in scientific inquiry.
 - Students can understand and apply the processes and skills of scientific inquiry.
 - 2. Students can analyze and interpret scientific information.

B. Students can understand concepts and relationships in life science.

- 1. Students can understand structures of living things.
- 2. Students can understand life cycles.
- 3. Students can understand environmental interaction and adaptation.

C. Students can understand concepts and relationships in Earth/space sciences.

- 1. Students can understand ideas about Earth's composition and structure.
- 2. Students can understand changes in and around Earth.
- 3. Students can understand concepts relating to the universe.

D. Students can understand concepts and relationships in physical science.

- 1. Students can understand and apply concepts related to mechanics, forces, and motion.
- 2. Students can understand and apply the concept of energy.
- 3. Students can understand and identify properties and changes of matter.

Grades 10-12 Benchmarks:

A. Students can understand and apply skills used in scientific inquiry.

- 1. Students can understand and apply the processes and skills of scientific inquiry.
- 2. Students can analyze and interpret scientific information.

B. Students can understand concepts and relationships in biological science.

- 1. Students can make inferences and predictions from data.
- 2. Students can analyze scientific investigations.
- Student can analyze and evaluate the adequacy and accuracy of information.

C. Students can understand concepts and relationships in Earth/space sciences.

- 1. Students can make inferences and predictions from data.
- Students can analyze scientific investigations.
- 3. Student can analyze and evaluate the adequacy and accuracy of information.

D. Student can understand concepts and relationships in physical science.

1. Students can make inferences and predictions from data.

- 2. Students can analyze scientific investigations.
- 3. Student can analyze and evaluate the adequacy and accuracy of information.

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STATE OF IOWA

CHESTER J. CULVER, GOVERNOR PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION JUDY A. JEFFREY, DIRECTOR

To: Leaders and Members of the General Assembly

From: Judy Jeffrey, Director

Subject: Department of Education Prefiles

Date: December 27, 2007

This is a brief summary of the prefiled bills the Department of Education submitted for consideration during the 2008 legislative session. The number of bills is higher than in the past because the Department has elected this year to keep conversations that it believes will draw some interest contained to just that topic, so there are many very small bills here, specific to an issue the Department is trying address. We are happy at any point to discuss each of these proposals in more detail with you. Thank you again for the work you do for the students of lowa.

Misc Code Corrections – LSB 5310 XD

The content of this bill falls into two categories – pure noncontroversial clean-up or changes that everyone has essentially agreed are necessary prior to filing. This bill is intended to be routine maintenance. This bill contains the most of the content that was included in the proposed bill last session, but with additional changes accumulated over the course of the last year. The Department has a separate memo that explains this bill section by section. Items that may be of interest:

- Adjusting the student member of the State Board of Education to a twoyear term
- Extending the Regional Academy phase-out language one year
- Allowing students with IEPs to access shared course supplemental weighting
- Extending the open enrollment sibling exception to all families, not just those in deseg. districts
- Prohibiting any educator working on the side for a textbook company to sell to his/her own school district
- Changing the definition of "school bus" to include all vehicles that transport students for school district purposes
- Allowing the Department to approve out-of-state providers of DUI courses that offer coursework to anyone cited for DUI in Iowa

Fiscal Impact: None directly. Schools will see a small increase in vehicle inspection fees, but half of the districts in lowa voluntarily have these additional vehicles inspected now.

2. Educator Quality adjustments – LSB 5334 XD

This bill was written to support the actions identified in the Department's budget offer in this area and the Governor's priorities within this program.

Specific actions include:

- Reinstating and refunding the National Board Certification Program
- Requiring that districts entering into a Whole Grade Sharing agreement must discuss the disposition of Teacher Quality funds (Sioux Central situation and resolution).
- Raises beginning and career minimums to the thresholds in the original statute. Consolidates the minimum salaries for career teachers from two levels to one.
- Clarifies our definition of "regular compensation" within TQ.
- Includes a funding section aligned to the offer priorities
 - Raises teacher mentoring and induction support from \$1300 to \$1500
 - Raises PD from \$20 to \$30 million within the total proposed appropriation amount from last year. This new \$10 million would be earmarked to local districts for support of implementation of the model core locally.
 - Makes funding for Teacher Development Academies permanent

Fiscal Impact: Does not exceed the amount committed to last year - \$248,943,894.

Preschool Program adjustments – LSB 5315 XD

Simple adjustments that include:

- Adjustment to language on eligibility to match other parts of existing law
- Clarification on types of contracting allowable
- Removal of grant proration language. This language in the statute was unnecessary, since initial grant amounts aren't going to be prorated.
- Capturing of unspent Pay for Performance Pilot dollars for the implementation of a statewide support system for early childhood professional development through the AEAs.

Fiscal impact: None if the dollars are captured from unspent PFP Pilots funds

4. GED Adjustments – LSB 5311 XD

Makes the following adjustments:

- Aligns the test names in Code to federal statute
- Allows the Department to break even on the cost of production of the GED certificate and transcript. This would raise the fee for GED recipients from \$5 (in current statute) to \$15 dollars. The language also guarantees the Department would not profit from these fees, only break even.

Fiscal impact: None from the state end

5. Adjustments to Lead and Dental Screening statute – LSB 5328 XD

The Department believes it must advocate for necessary policy changes within these two efforts. The Department still believes the provisions that bar students from enrollment due to a lack of screen is poor policy. It would prefer to remove these provisions because they stand to most disadvantage the population that most needs to be in school. The Department expects that districts will naturally comply with this statute, particularly in light of the school nurse staffing mandate enacted last session. If there are issues with lack of compliance, the Department is happy to deal with those individual districts if that issue arises.

This proposal also aligns the data submission requirements – the lead and dental screening sections had slightly different language and the proposal aligns the lead to the dental screening language.

The Department of Public Health and the Governor's Office have agreed with the changes included in this bill.

Fiscal Impact: None

6. Home School Assistance Program adjustments – LSB 5365 XD

Home School Assistance Program (HSAP) adjustments:

- Reducing the weighting for students under this provision from 0.6 to 0.3 per pupil. The state saves around \$7.5 million through this adjustment without significant impact to these programs.
- Requires HSAP families to fill out the CPI Form A so the state gets a
 better idea of how many home schooled students are out there. There is
 no current requirement for these students served by HSAPs.
- Requires HSAPs to hire licensed teachers.
- Clarifies that HSAP funding cannot be given to families.

Fiscal Impact: Saving the state \$7.5 million from the weighting adjustment. All other changes are no fiscal impact.

7. Permission for the DE to use fiscal sanctions for noncompliance with submission requests – LSB 5335 XD

This is permissive only, not a mandate. There are currently no other options the DE can use for noncompliance with reporting and submission deadlines other than to invoke the Phase II accreditation process. This weighty sanction is simply not appropriate for noncompliance on a single information submission. The problem the Department is trying to address is that it cannot report state data until it has every district in the state reporting in a given data set. The Department would not use this authority frequently, but there are a couple of egregious examples in the last couple of years that the Department has had difficulty resolving. This would allow the Department to hold a bit of the local district or community college state aide money to incent compliance. Once compliance was accomplished, all back funds would be repaid.

8. Categorical Funding Roll-in – LSB 5318 XD and LSB 5600 XD

The general advantage to rolling categorical funding into the funding formula is 1) permanence and 2) adding a growth factor to funding that has been level for years. The only two categoricals the Department is addressing with these bills are Phase II of Educational Excellence and Class Size/Early Intervention funding.

There are many ways to do this, but these proposals are written in a way that would be revenue neutral – meaning that the existing appropriation would be all that is needed to accomplish this action. The language in these bills was developed with the involvement of IDOM and LSA, so these proposals work.

Fiscal Impact: Because allowable growth applies in years two and beyond, there is an out-year fiscal impact. No fiscal impact in year one.

9. Change to Compulsory Attendance Age – LSB 5326 XD

This is the same bill the DE filed last year. The Department is open to other proposals, but wanted to keep pressing on this issue.

Fiscal Impact: None with the way this is written. However, if it keeps some of these students in school, they will draw down per pupil funding in out years.

Adjustments to Deseg statute per the Supreme Court ruling – LSB 5331
 XD

A very straightforward bill. This change must be done to accommodate the latest Supreme Court ruling that says race cannot be the sole determining factor on decisions related to maintaining student ratios.

Fiscal Impact: None

11. Paperwork Reduction Act - LSB 5428XD

This is another Code corrections bill, but it contains issues that will likely be worthy of some conversation. The Department made deliberate strikes to some existing data collections and reporting requirements, just to make life easier for school districts. There are likely other items that could be included in this bill.

Fiscal Impact: None directly, but locals will save some man-hours.



Applications should include the following information:



TEACHING IN TAIWAN Application Packet

lowa has implemented an agreement with the Ministry of Education in Republic of China (Taiwan) that will offer experienced and newly licensed lowa teachers the opportunity to teach in Taiwanese schools for one year. Any licensed lowa teacher with a K-6 endorsement may apply to participate in this program. This includes new teachers with an initial license.

Applications for the Teaching in Taiwan program must be **postmarked by April 25, 2008**. Send or hand deliver completed applications to:

Jody Crane
Iowa Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319

	Completed application (If possible, this should be sent electronically to jody.crane@iowa.gov . Additionally, a hard copy of the application and all other documents should be sent to the address above.)
	Recommendation forms from three references (Included in packet.)
	Resume
	Copy of transcript (This is required only if you graduated within the last two years. For new graduates: a current transcript will suffice; a final transcript can be submitted when available.)
	Copy of teaching certificate (This applies only to current teachers. New teachers will submit a copy once they have received their certificate.)
	Recent photo of yourself (optional)
Those Educat	al Background Check teachers, new or experienced, who have completed a background check through the Board of cional Examiners (BOEE) after April 25, 2007, have met this requirement. Those who do no meet this ment can apply for a background check at the time of interviews.
	Check here if you completed a criminal background check after April 25, 2007. Please include your Social Security number so your criminal background check can be accessed. Social Security #

examination. Because of the time constraints, it is advised that anyone submitting an application also schedule a physical exam and immediately apply for a passport (if you do not hold a current one).

Successful applicants will be assisted in obtaining a visa and work permit.

Upon selection, successful candidates will need to submit a health certificate; this requires a thorough physical

Interviews will be conducted the weeks of May 5 and 12, 2008. Teachers living a distance from Des Moines have the option of a videoconference interview.

TEACHING IN TAIWAN

(Early August 2008 – Early July 2009) (Application must be postmarked by April 25, 2008)

PERSONAL INFORMATION (please complete in addition to attaching resume)

Last Name:

First Name:

Place and Date of Birth:

Home Mailing Address:

City:	_ State:	Country:	ZIP:	
Telephone Number:		Fax:		
E-mail:		Alternate Phone Number:		
Native Language:				
Have you ever been convicted of a felony? Yes □ No □ If yes, please explain:				

Ph.D.: ______ Year Obtained: _____ University: ______

Masters': _____ Year Obtained: _____ University: ______

Bachelors': ______ Year Obtained: _____ University: _____ Other Relevant Education Experience:

III. TEACHING EXPERIENCE (please complete in addition to attaching resume)

EDUCATION (please complete **in addition** to attaching resume)

Iowa Teaching Certificate Number: _____ Total Years of Teaching Experience: _____

If you are or will be a new graduate, have you applied for your lowa Teaching Certificate? Yes $\ \square$ No $\ \square$

If no, please explain (please see FAQ for information regarding licensure for new graduates):

Current Teaching Position (Grade, School, School District):

Number of Years in Current Position:

Other Relevant Teaching Experience:

II.

IV.	ADDITIONAL QUALIFICATIONS AND SKILLS (including other foreign language experience)	

V. ESSAY

Please provide us with a clear and detailed description (two page maximum) of your reasons for wishing to participate in the Teaching in Taiwan program. Include the objectives you wish to accomplish during your time in Taiwan, and how you hope to use that experience upon your return to the United States.

VI. REFERENCES

Please submit letters of reference from three professional references. Provide each of these references with a copy of the accompanying form to complete and **return to you**. You should include these completed forms with your final application package.

Please use this space to provide us with the names and relevant information of your references.

Reference #1	
Name	
1101110	
Title	
Organization	
Street Address	
City, State, ZIP	
Telephone	
Relationship to Applicant	
Number of Years of Association	

Reference #2	
Name	
Title	
Organization	
Street Address	
City, State, ZIP	
Telephone	
Relationship to Applicant	
Number of Years of Association	

Reference #3	
Name	
Title	
Organization	
Street Address	
City, State, ZIP	
Telephone	
Relationship to Applicant	
Number of Years of Association	
Signature of Applicant:	
Date:	

TEACHING IN TAIWAN Recommendation Form

Applicant: Please provide your references with BLANK copies of this form to complete and return to you. You should submit the completed forms along with the rest of your application package.

Reference: Please complete this form and retu	rn it to applicant.
Name of person applying for Teaching in Taiwan program:	
Name of person completing recommendation form:	
Mailing address:	
	Daytime telephone number:
Relationship to applicant:	
Number of years of association:	
	num) for recommending this applicant for Teaching ill travel to Taiwan to teach English to Taiwanese
Signature of Reference:	Date:





TEACHING IN TAIWAN Frequently Asked Questions

lowa has an agreement with the Ministry of Education in Republic of China (Taiwan) that will offer experienced and newly licensed lowa teachers the opportunity to teach in Taiwanese schools for up to one academic year.

Q: What is the Teaching in Taiwan program?

A: This program provides Iowa elementary teachers who are native English speakers the opportunity to teach English to students in Taiwan.

Q: Who is eligible to participate?

A: Any licensed lowa teacher with a K-6 endorsement may apply to participate in this program. This includes new teachers with an initial license. New teachers will be able to complete their lowa Teaching Standards evaluation requirements upon return. (See additional FAQs below for more information.)

Q: What if I don't graduate until May?

A: May graduates are encouraged to apply. The lowa Department of Education and the Board of Educational Examiners (BOEE) will work with colleges and universities to expedite the licensure process.

Q: How do I apply for the program?

A: To apply for the Teaching in Taiwan program, you will need to complete and submit a brief application packet. You can obtain a copy of this application packet by visiting http://www.iowa.gov/educate/content/view/689/927/ or by contacting Jody Crane at jody.crane@iowa.gov or 515-281-3333. All applications must be postmarked by April 25, 2008.

Q: How many lowa teachers will be accepted for the program?

A: Each year, a selection committee will choose up to 10 lowa teachers to participate.

Q: When will I be notified if I have been selected to participate in the program?

A: Interviews will be conducted the weeks of May 5 and 12, 2008. Teachers living a distance from Des Moines will have the option of a videoconference interview. Successful applicants will be notified by May 30, 2008.

Q: Will I be required to have a physical examination?

A: Upon selection, successful candidates will need to submit a health certificate; this requires a thorough physical examination. Because of the time constraints, it is advised that anyone submitting an application also schedule a physical examination as soon as possible.

Q: If I'm selected, how long will I be in Taiwan?

A: All teachers selected to participate in this program will sign an 11-month contract to teach in Taiwan. This contract runs from early August 2008 through early July 2009. Specific dates will be available in the near future.

Q: What would my responsibilities be in Taiwan?

A: Each participating lowa teacher will be paired with a Taiwanese classroom teacher. In addition to providing English language instruction, the lowa teachers will work with Taiwanese educators to develop curriculum, prepare lesson plans and teaching materials, conduct classes, and evaluate student progress.

Q: How will I be compensated for my work in Taiwan?

A: In addition to your salary, the Taiwanese government will provide lowa teachers with housing arrangements and a housing allowance. Salaries will be dependent on teaching experience and level of education, according to the following schedule. Salary will be paid in NT (Taiwanese currency). An approximate salary exchange is as follows:

- Holders of Doctoral Degrees: NT\$70,895-\$88,755/month (\$2,196.59-\$2,749.96/month, US Dollars)
- Holders of Masters' Degrees: NT\$67,925-\$84,290/month (\$2,104.57-\$2,611.62/month, US Dollars)
- Holders of Bachelors' Degrees: NT\$60,890-\$75,770/month (\$1,886.60-\$2,347.64/month, US Dollars)

Q: Are benefits included?

A: The Ministry of Education Republic of China will ensure schools will provide teachers with health care benefits including 70% of health insurance and 80% of labor insurance.

Q: Will I have to buy a plane ticket?

A: The Taiwanese government will provide each teacher (and his or her spouse) a roundtrip plane ticket to Taiwan.

Q: What about a passport?

A: You will be required to have a passport. Because it may take several weeks to secure a passport, applicants who do not hold a current passport are encouraged to apply for one immediately.

Q: What kind of documentation will I need to travel to and work in Taiwan?

A: You will need a current passport, visa, and work permit. You will be responsible for the cost of these documents. The Taiwan Ministry of Education will assist participating teachers in applying for a visa and work permit. Further information concerning these documents will be provided to those teachers selected to participate.

Q: Are there any other requirements?

A: Yes, a background check by the Iowa Board of Educational Examiners (BOEE) is required for all applicants. Those teachers, new or experienced, who have completed a background check through the Board of Educational Examiners (BOEE) after April 25, 2007, have met this requirement. Those who do not meet this requirement can apply for a background check at the time of interviews.

Q: How will my participation affect the accumulation of years towards retirement?

A: Assuming that a current (experienced) teacher would be on an educational leave of absence and is vested (four years of service), that teacher may take the leave and return to IPERS covered employment. The teacher may purchase the time upon completion of the leave. (S)he would then get credit for the time, but not the wages that would have been earned had they not taken the leave.

A current teacher who is not vested may purchase the time once s(he) becomes vested. The same procedure would apply to "new" teachers who have not become vested. In the event that the new teacher or the current teacher never becomes vested, the buy-in program would not be applicable.

To apply for a buy-in with IPERS: The employee will need to print the application available at www.ipers.org and return the completed application to IPERS along with documentation of the approved leave of absence. IPERS would then have an actuary calculate a cost for purchasing the leave of absence time. An employee has six months to purchase the leave at that cost. If the leave is not purchased within six months, a new cost must be calculated. An employee is under no obligation to make the purchase.

Q: How will my participation in the program affect my eligibility for a standard lowa teaching license?

A: For teachers with an initial lowa license, teaching experience in Taiwan will be accepted by the BOEE toward meeting the requirements for a standard license. If you have questions, contact Susan Fischer at susan.fischer@iowa.gov or (515) 281-3605.

Q: Where can I learn more about Taiwan?

A: http://www.tecochicago.org/eng/

Q: Does lowa currently have teachers in this program?

Four lowa teachers participated during the 2006-07 school year. Currently, one lowa teacher is participating in the program. This is what two of them have to say about their experiences:

"The kids are very friendly... and many of them are really bright. They also seem to appreciate my. teaching strategies." (Paul)

"My school and kids are great. The teachers and faculty have been wonderful." (Mary)

Q: Who should I contact for more information about the Teaching in Taiwan program?

A: Contact Jody Crane at jody.crane@iowa.gov or 515-281-3333.